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ABSTRACT

This handbook has been developed as an aid for librarians in planning summer 1980 reading programs on a sports theme for children from preschool through the elementary years. The program encourages children to visit the library, become familiar with its resources, and promote reading and enjoyment of books. The handbook is complemented by materials from the Texas State Library--posters, reading logs, bookmarks, and certificates--which provide project ideas related to the theme. The introductory sections are designed to acquaint the user with the general format of the reading program, setting goals appropriate to the audience's needs and characteristics, and developing scheduling, record keeping, volunteer support activity, and program structure. The major portion of the handbook comprises ideas and activities which may be incorporated into the reading program, as well as lists of books (with grade level) on individual sports. A short discussion on how to complete and evaluate the program, an evaluation form, a bibliography of nonfiction on sports, and a list of possible sources of free films conclude the handbook. (Author/RAA)

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"SPORTS SPLASH" 1980

A Librarian's Planning Handbook

by

James L. Thomas

Carol H. Thomas

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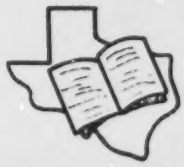
WARM UP



THE TEXAS READING CLUB

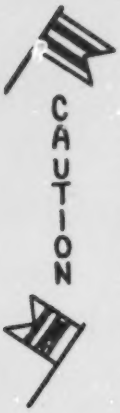
The Texas Summer Reading Program has been in existence for many years. The general purposes of the club are to encourage children to visit the library and become familiar with its resources and to promote reading and the enjoyment of books. This is usually accomplished by enrolling children in a program in which they read a set number of books or, in the case of pre-readers, have the books read to them. In addition, special programs or storyhours are scheduled throughout the summer utilizing a variety of media, activities, special events, and community resources aimed at the various age levels of the children. Many librarians conclude their summer schedule with a special ceremony in which certificates are awarded for reading a specified number of books.

For the past two years a handbook has been developed around a specific theme to assist librarians in planning their summer programs. This year the word "summer" has been omitted from the title since it is hoped that the activities contained in this handbook might generate ideas for programs throughout the year.

THEME FOR 1980

1980 will be a year with a great deal of emphasis on sports. The major reason for this is the Olympic games. With the amount of media coverage that sports will be receiving this year, it seemed only natural to adopt "SPORTS SPLASH" as the Texas State Library's 1980 theme.

It is not surprising that a sports theme has long been requested by a large number of librarians participating in the Texas State Library program. The topic itself is so broad, encompassing such solitary activities as jogging or fishing and low organization games to complicated team sports, that it offers something for everyone. A library holds a wealth of information about sports: how-to-books; biographies of famous athletes; fiction; nonprint materials such as films, filmstrips, film loops, audio tapes, and records; games and toys; as well as information on related topics such as nutrition, exercise, and good sportsmanship.



While our theme coincides with the activities of the Olympic games, we have been informed by the Executive Director of the United States Olympic Committee that Section 110 of Public Law 95-606 forbids the "use of the word 'olympic', derivations thereof, and other related terminology, as well as specific logos and emblems, including the five interlocking Olympic rings." The reason behind this legislation is that these symbols are used in connection with the fund raising activities of the Olympic Committee. Therefore, we strongly caution you to adhere carefully to these restrictions.

'Sports' is a popular topic this year. The Children's Book Council, Inc. (67 Irving Place, New York, New York 10003) is using sports as the theme of their current year-round reading program. A brochure describing their materials is available from the above address.

THE HANDBOOK

This handbook using the SPORTS SPLASH theme has been developed as an aid for librarians in planning programs and activities for children from preschool through the elementary years. Its purpose is to complement materials developed by the Texas State Library -- posters, reading logs, certificates, bookmarks -- and provide project ideas related to the theme.

This year's handbook is divided into six sections. The three introductory sections are designed around acquainting the reader with the general format of the traditional reading program, setting goals with the characteristics and needs of your population in mind, and scheduling and setting up your program. The major portion of the handbook is made up of ideas and activities which may be incorporated into the reading club program around the following sports categories:

individual sports
team sports
partner sports
water sports
winter sports
racing sports
miscellaneous sports

A short discussion of how to complete and evaluate your program concludes the handbook. This is followed by a bibliography of nonfiction on sports. It is hoped that this handbook will offer some guidance to those individuals new to children's programming and serve as a springboard to the many others for generating new ideas for program activities.

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ON YOUR MARK

GETTING TO KNOW THE TEAM

Planning successful programs for children involves a great deal more than the ability to select books. One of the major factors is a basic understanding of the characteristics and needs of children of different ages as well as their stages of development. While it must be remembered that each child is an individual and has unique qualities which may differ in some ways from those of his/her peers, there are guidelines which serve to characterize children at various stages of development.

An understanding of the characteristic behavior of four year olds, for example, is, of course, useless unless that information is incorporated into the preparations being made for programs to serve that particular age group. For this reason general characteristics of several age groups are presented along with some possible implications that they may have for your reading programs. The major source of information for these developmental levels is Charlotte Huck's Children's Literature in the Elementary School, 3rd edition, 1976, published by Holt, Rinehart and Winston.

Preschool and Kindergarten
(ages 3, 4, 5)

Preschool age children are egocentric in that the world seems to revolve around them. They are curious about that world and understand it most readily through literature involving characters and experiences with which they can identify. Although most children this age are not yet able to read, language development is rapid. Spoken words, especially in rhymes and repetitious or cumulative tales, are immensely pleasing. They also enjoy being physically close to the librarian or storyteller and are usually agreeable, if not openly enthusiastic, to any suggestions for activities.

Physically, healthy children of this age are very active. Sitting or being still for more than a few minutes at a time is difficult and their attention is hard to maintain. Instead of planning one activity for the duration of the period, three or four short activities are more realistic. The activities should be linked by a common theme, but provide some change in the behavior required of the children. For example, one 30-minute program might involve listening to a story, pantomiming the action, viewing a short film on the topic, and doing a craft activity.

Because fine motor control is not fully developed at this time, craft or art projects will need to be simple. Shapes and materials that have been pre-cut or partially assembled may be necessary. Smooth transitions between the various activities and the entire program can be greatly enhanced with volunteers or parents who have remained with their children for the program.

Primary
(ages 6, 7)

Children in the early grades still see themselves as the center of their world, but are rapidly developing interests that go beyond their home and school. Books on a wide variety of subjects will appeal to these children, some of which should include humor, surprise endings, and mystery. They may even request books on topics that have come up at home, school, or on television.

Many children of this age feel a great deal of pressure both at home and at school for the achievement of reading skills. Since reading may not always be a pleasurable experience to some children, the librarian should carefully guide the young reader in the selection of books which will provide enjoyment and are within their ability level.

Most six- and seven-year-olds can pursue one activity for an extended period of time; however, utilizing two or three activities within a program will heighten attention and provide for a diversity of interests. Fine motor skills are now better developed and the children should be able to use scissors relatively well, print simple words and phrases, and engage in a number of games and sports activities.

Middle Elementary
(ages 8, 9)

These are busy and exciting years in many children's lives. They are beginning to understand that the world is made up of different kinds of people and that there are endless possibilities for adventure. Activities outside the home may take up considerable time and energy such as scouts or other club groups and team sports. Hobbies are beginning to develop and interests will vary widely among the children.

A wide variation will also exist in reading skills. Some children will become avid and absorbed readers during these years, while others

will need considerable assistance in locating books of interest which are on their reading level.

Activities need no longer be limited to a few minutes in duration. This allows for the sharing of longer stories or the showing of films or filmstrips. Children of this age should also be an attentive audience for guests sharing their hobbies or area of expertise for a library program. Projects which are done primarily outside the library over a period of days or weeks may interest many youngsters as long as there is opportunity to share or display the fruits of these long-term projects.

Late Elementary
(ages 10, 11, 12)

One of the most noticeable characteristics of children in the late elementary years is the wide variation in physical development. Puberty, with its accompanying rapid growth, is generally reached by girls earlier than by boys. Both boys and girls are developing a sense of each others' identity and show increased understanding and sympathy for the weak or mistreated. At the same time, however, there is a strong emphasis on peer groups and belonging to clubs or cliques where certain children are obviously excluded.

Models other than parents, such as TV stars, sport figures, or book characters, take on increased importance. One subject area or hobby, such as horses or sports, may totally consume their reading interests.

Once you have gained the initial interest of children in the upper elementary grades in your reading program, you will have enthusiastic and energetic participants. For the most part their reading abilities will enable them to pursue most topics, and longer programs as well as out-of-the-library activities will not pose the difficulty they do for younger children. You might consider involving some of the older children in working with the younger age groups or with a particular group of handicapped children.

SERVING SPECIAL CHILDREN

Libraries, like schools, serve all children. A conscientious effort is being made to eliminate barriers, both physical and psychological, which keep the handicapped from participating in all phases of society. Many libraries are even setting up programs for specific segments of the handicapped population such as storyhours for the deaf or toy

libraries for the developmentally disabled.

Perhaps you have included special children in your programming for some time. Since it is not feasible within the scope of this manual to present characteristics of various handicapping conditions and ways of including handicapped individuals into existing programs, several references for this purpose are given below:

Biehl, Jane. "Storyhours for the deaf," Ohio Media Spectrum, 30(1978), 43-46.

Dresang, Eliza T. "There are no other children: Special children in library media centers," School Library Journal, 24(September 1977), 19-23.

Henne, John F. "Serving visually handicapped children," School Library Journal, 25(December 1978), 36-37.

Limper, Hilda K. "Serving mentally retarded children in our libraries," Catholic Library World, 45(April 1974), 423-25.

As so aptly put by Eliza Dresang in her article, serving the handicapped is not so much the acquisition of new materials and equipment as it is the unique and creative use of what is already available. Also pointed out in the above sources is the invaluable help that can come from resources in the community, such as hearing individuals who could sign stories for deaf children. The Director of Special Education for your local school district should be able to supply you with people to help in this area.

SETTING AND REACHING YOUR GOALS

Goals

The purpose of goal setting, of course, is to know exactly what it is that you wish to accomplish with your reading program. They provide direction as well as a basis for evaluation once the program has ended. Since goals are broad statements of purpose, the number of goals you write should be relatively small and reflect separate areas of your program. An example of a goal statement might be:

> to increase the number of books read by the children participating in the program.

Objectives and Action Steps

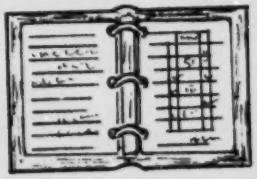
For each goal you list you will need to state a specific measurable objective. The action steps are the means by which you intend to

reach your objective:

by the end of the program, 75% of the children enrolled will have earned certificates

1. set realistic goals for awarding certificates for the different age groups with provisions for pre-readers;
2. provide reminders at intervals during the program which might include a graph showing individual progress toward the goal; rewards such as stickers, for a certain percentage obtained; a "half-way" club, etc.;
3. schedule times when staff or volunteers will assist the children in their selection; and
4. publicize details of the certificate ceremony to be held at the completion of the program.

RECORD KEEPING AND EVALUATION



Some of your objectives may relate to the amount of participation in your program. In order to evaluate your success in this area, some record keeping is essential. In addition, the State Library requests certain information concerning enrollment in the program and materials consumed. A copy of this form is contained in the final section of this handbook. The following suggestions may help to minimize this chore:

1. Use the reading club evaluation form in the manual to record or tally the number of materials ordered from the State Library and the number of staff and volunteers involved.

2. When the reading logs are received, number them consecutively so that you will know how many have been given out. Registration forms and certificates can also be numbered.

3. The most difficult task, but one which might be the most fruitful in future planning, is to keep a running count of participation in individual programs. If you utilize a calendar with all activities listed, a "head count" could be entered on your personal copy.

4. Keep copies of all publicity such as radio spots or flyers. Jot notes on those which are particularly effective or ineffective.

Once your goals and objectives have been formulated and records kept for the duration of your program, evaluation is an easy matter. Review your list of goals and objectives and check those that were successfully accomplished. This is also a good time to make notes as to what you wish to accomplish in future programs or how you might make unattainable goals more realistic.

GET SET

SETTING UP YOUR SCHEDULE

While this is "old hat" to the experienced librarian, it is one of the first major hurdles that someone unaccustomed to setting up a program must face. Therefore, the following steps are offered as guidelines:

1. Set up BEGINNING and ENDING dates for the program. If the programs run through the summer, the dates for the closing and opening of school will be major determiners. Also, check for conflicts with other happenings being planned in your community.

2. Dates for OPENING CEREMONIES--as well as the final AWARDS CEREMONY--can be set at the very beginning.

3. Specify a set period of time to REGISTER for the reading program. A sample registration form is included. (It will be necessary to decide whether you will accept registration after the date as well. Some libraries accommodate vacationers and new children by registering children as long as it is possible to complete the required number of books for a certificate.)

4. Schedule times for various AGE GROUPS to attend library programs. If your space is limited, it may be necessary to schedule 2, 3, or 4 separate periods per age group.

5. Once you have WHEN and HOW MANY TIMES you will meet special groups, you can begin to plan for specific programs. Since SPECIAL EVENTS, such as speakers, exhibits, field trips, workshops, and films often involve having someone from the community come in or require more preparation than other programs, these should be decided on and scheduled first.

6. After your schedule is fairly well set, share it. A calendar of the first month's events might be given out at registration. Other copies can be posted in the library and in other places in the community or distributed to schools as flyers. A sample calendar follows.

Your personal calendar should also contain dates for volunteer orientation, when news releases for various activities need to be submitted, films ordered, etc.

SAMPLE REGISTRATION FORM

Put me on the S P O R T S S P L A S H team!!!

Name _____

Address _____

City _____ Zip Code _____

Phone _____

I will be in _____ grade in September at

_____ School.

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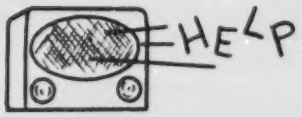
RECRUITING YOUR VOLUNTEERS



There are many advantages to enlisting the help of volunteers in carrying out a reading program. Smooth management of the children participating, particularly when a program involves crafts or other activities requiring additional supervision, sharing special knowledge on some area of interest to children, providing refreshments or favors for that special event, publicizing the reading program, and collecting craft items are only a few of them.

Volunteers can be recruited from many sources. When you are planning the publicity for the reading program, also plan to publicize your need for volunteer help. The same media can be used: newspaper, TV, radio, flyers, posters, etc. A special effort should be made to contact the Friends of the Library, civic organizations, senior citizens groups, youth organizations, and the schools.

Have forms in the library to register volunteers. When the potential volunteer signs up, he/she should be given the date and time of the first meeting of all volunteers. A sample form follows.

By the time of the orientation meeting of the volunteers, you should have a good idea of WHAT you will need in order to accomplish the goals for your program and WHEN you will need them. Mimeograph a list of HOW the volunteers will be able to help you and have them commit their time and talents to specific areas at that first meeting. One important service which may be done by a volunteer is to CALL the other volunteers to remind them of specific responsibilities.

(When planning the awards ceremony for the children participating in your program, also plan a 'special event' for your volunteers.)

OBTAINING WHAT YOU NEED

One of your first tasks should be to examine the existing children's collection for titles that will tie in with this year's theme. Make note of these titles that could be used for storyhours, displays or special activities. If your budget allows, you may wish to order additional titles. (This handbook contains selected fiction, biographies, and narratives for each sport's category in the section titled GO! WITH ACTIVITIES. A bibliography of nonfiction on sports is located at the back of the handbook.)

VOLUNTEER REGISTRATION

Name _____

Address _____

City _____

Telephone _____

Special talents or interests: _____

_____

Ways I can help with this year's reading club: _____

_____

_____

Dates and times I am available: _____

_____

SPORTS SPLASH is the theme of this year's reading program at _____ Library. Making the program fun and exciting requires the efforts of many people.

Volunteers are one of our most important resources and we welcome your assistance!

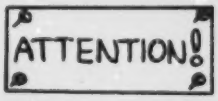
Our volunteer orientation meeting will be held on _____ at _____.

See you there!

Obtain lists of films from your own collection or your regional library system office. Films, of course, need to be scheduled as far in advance as possible.

Obtaining and storing a sufficient quantity of supplies to be used in craft projects can be an awesome task. The key to not becoming overburdened with "beautiful junk" is to know what craft projects you will be doing and precisely what materials they require. List the materials on flyers which contain information on "collection boxes" at such locations as the library, senior citizens centers, shopping malls, etc. Enlist volunteers to periodically collect and store the materials until they are needed.

PUBLICIZING YOUR PROGRAM



An essential part of your total program is making the community aware of what is being offered by the library not only before it begins but throughout the entire program. Planning and carrying out a publicity campaign can be time consuming and costly, therefore, care must be taken to select the methods promising to be the most effective for reaching your target audience. The following possibilities are offered:

Advertisements	For mass publicity, place ads in the local newspaper, shoppers weekly, school newspapers, etc.
Bookmarks	The Texas State Library provides bookmarks on each year's theme. Bookmarks advertising various aspects of your program or even materials needed can also be easily made. One means of distribution is to put them into books being checked out at the library.
Bulletin Boards	Bulletin boards within the library are a natural for advertising the reading program. Other places which may offer bulletin board space which can be used to publicize your programs are supermarkets, laundromats, and recreation centers.
Direct Mailings	If your budget allows and you have a mailing list, consider sending out post cards as a special invitation to participate in the reading program.
Flyers	Large numbers of flyers can be duplicated relatively cheaply. Volunteers could help distribute them to schools, clubs, and public places. A camera ready border for a flyer which will take a 1/2" of an 8 1/2" x 11" sheet is included in the handbook.

Newsletters	Once your program is "off the ground", develop a newsletter telling and showing what has been going on. Use some of the children's art work, stories, and poems.
Newspaper Articles	Contact your local paper for information on what they will accept, the format and length, how often they will carry announcements, and when information must be submitted to them for publication by a certain date. When preparing the news release, use concise language covering the WHO, WHAT, WHERE, WHEN, and WHY of the program or event you wish to publicize. When you have an event planned that promises to be a hit, notify the newspaper well in advance so that they might cover it with a story and pictures.
Posters	The Texas State Library provides posters on the yearly theme. Additional posters giving details of the programs and pertinent dates could be made and distributed by volunteers.
Radio and TV	An excellent way of reaching large numbers of people is through Public Service Announcements on local radio and TV stations. Contact the stations to find out what they require and deadlines for submitting information.
School Visits	Many librarians report this is their most successful method of getting information to the children. Schedule these in advance and be sure to take along posters, bookmarks, and flyers.

Camera Ready Copy for Flyer

GO! WITH ACTIVITIES

This section contains ideas for displays and exhibits, special events and activities using the SPORTS SPLASH theme.

* Display or Exhibit: a means of creating interest in a program or series of programs by assembling materials such as equipment used in a particular sport (ice skates), or decorating the children's area to depict the theme (snowflake mobile).

* Special Event: program ideas that are scheduled well in advance because they involve more preparation than other programs (bike rodeo) or include individuals from the community to talk about or demonstrate their special talents (karate demonstration).

* Activities: day to day programming ideas that can be used in isolation or combined with several other ideas for an individual program.

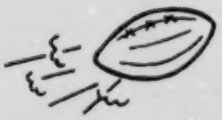
* Books: biographies, narratives, and fiction are listed at the conclusion of each group of sports with an indication of the grade range for which each entry is appropriate. A list of nonfiction on sports is included in the bibliography at the back of the handbook.

Some types of sports may be more appealing to various groups or enjoy more popularity in some parts of the state than in others. Therefore, displays and exhibits, special events, activities, and book lists have been developed according to the following sports categories:

Individual Sports
Team Sports
Partner Sports
Water Sports
Winter Sports
Racing Sports
Miscellaneous Sports

While the number of activity ideas under each heading is necessarily limited, it is hoped that those given may trigger many additional ideas of your own. Also, an idea presented under one sports category may be adapted for use in another or for a sport that has not been mentioned but is popular with segments of your audience.

THE "KICK OFF"



Registration generally precedes specific programs and may comprise a portion of one day or an entire week. It should be widely publicized in order to draw as many children to the library as possible.

Having children come to the library to register offers additional opportunity to publicize what is to come in the days and weeks ahead. This may be accomplished in the following ways:

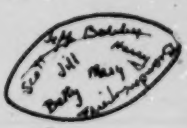
Children registering for the program may be given a packet of materials which may include:

- reading log
- book mark
- flyer or calendar of events
- "tickets" to films or special events

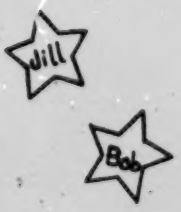
The children's area itself should attract attention and generate interest in the SPORTS SPLASH theme with

- posters
- wall decorations
- book displays
- mobiles
- exhibits
- displays of certificates, ribbons, stickers, etc.

As soon as children register, make them feel as if they are part of the program:

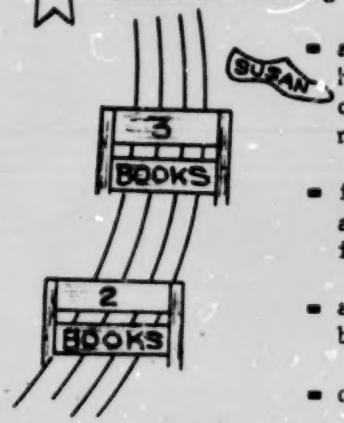


- have a "game ball" (made of either paper mache or a large piece of cardboard cut in the shape of a football, baseball or other area favorites) and have each child sign his/her name as part of the team;



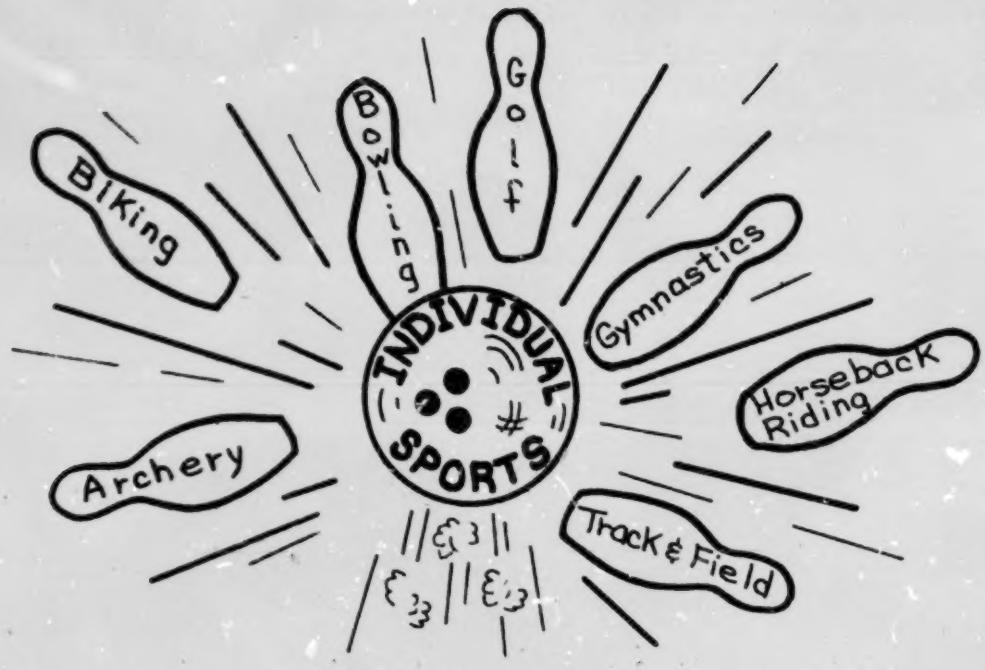
- form the "Library All Stars"! star shapes with the name of each child could be used as name tags at a first program meeting and then placed on a bulletin board, banner, or pennant with the team name (or names, if you conduct programs according to specific age levels).

4 For children who have "contracted" to read a certain number of books during the program, provide a visual means of showing their progress:



- a piece of shelf paper with a track, hurdles, and a finish line is a natural; cut outs of "track shoes" with each child's name could depict his/her progress;
- footballs crossing a goal post might be another way to draw attention to those individuals completing their reading logs;
- a horse race and a winner's circle might be yet another;
- or golf carts proceeding around the course.

5 Have a large "gold" trophy which holds the names of those children completing their reading logs or a "trophy case" where each child's "trophy" may be displayed.



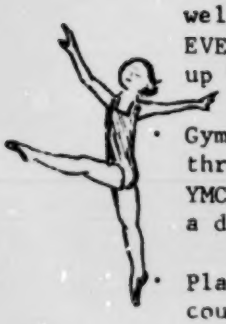
DISPLAYS AND EXHIBITS

- A local sporting goods store might be willing to display archery equipment, bowling balls and shoes, golf clubs, etc.
- Shoes vary according to the sport being played. Emphasize this by displaying as many different sports shoes as you can find. The shoes could even be numbered so that the children might guess which shoe was appropriate for which sport. Hold a contest and award the winner a ticket for a free game of bowling.
- Hang a "food groups" mobile. Being a good athlete requires good nutrition.
- Set up several archery-type targets with book jackets affixed to the bull's-eye.

SPECIAL EVENTS

- Hold a Bike Rodeo! Reserve a large parking lot or school yard and set up events which test balancing skills, steering ability, speed, and braking. A check of safety equipment and knowledge of hand signals could be done as the children register for the event. [A branch of the police department may even assist you.] If you anticipate a large turn-out, you will need two group age levels and provide ribbons for the winners of each event. A separate

tricycle event could be set up for younger children, as well as a contest for decorated bikes. Burns' GOOD TIMES: EVERY KIDS' BOOK OF THINGS TO DO includes a unit on setting up "Your Own Bicycle Olympics".



- Gymnastics is becoming popular with even very young children through classes offered by Departments of Parks and Recreation. YMCAs, etc. Contact one of these in your area and arrange a demonstration by young gymnasts.

- Plan a field trip to a bowling alley or miniature golf course. If this proves impossible due to transportation or scheduling difficulties, try to get complimentary tickets so that the children can explore these activities with their friends or parents.

- Have a representative from a local bike shop bring a bike, name the various parts and discuss simple repairs.

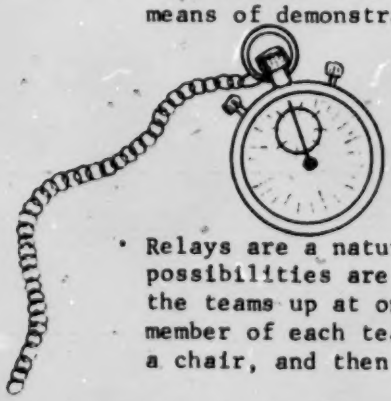
- If horseback riding is a favorite in your area, have someone from a local stable bring saddles to the library. Some young riders dressed in riding outfits might talk about riding and answer questions.

- The track team from the local high school might demonstrate several events such as hurdles, sprints, dashes. The importance of physical fitness and good health habits could be incorporated into the program.

- Many police departments will conduct programs on bicycle safety. If available in your area, this would be an excellent way of stressing safe biking practices.

ACTIVITIES

- Stop watches fascinate children. Borrow one and devise means of demonstrating second- and split-second differences in tasks the children could perform, such as: walking, negotiating an obstacle course of building blocks, stringing beads, transferring pieces of paper from one cup to another by inhaling on a drinking straw.



- Relays are a natural when emphasizing track events, and the possibilities are endless. If space is not a problem, line the teams up at one end of a long room and have the first member of each team go to the far end of the room, around a chair, and then back again to tag the next team members.

Vary how the relay is run:

crawl
walking backwards
duck walk
crab walk
heel-to-toe walk
skipping
wheelbarrow
two-man sack race.

If space is limited, conduct "stationary" relays:

- have children pass a baton (stick) through their legs to the next child in line; the last child in line runs to the front and the process is repeated; the first team back to the original position wins.

- pull a burlap bag or hula-hoop down over each child with the next child stepping into the bag or hoop and pulling it up in the opposite direction; repeat this until the bag reaches the end of the line.

- There are many inexpensive target games on the market where velcro covered balls are used instead of darts.

The industrious librarian might design a felt target to fit the theme of a storyhour. For example, after hearing about William Tell, the children might be given the opportunity to "hit the apple".

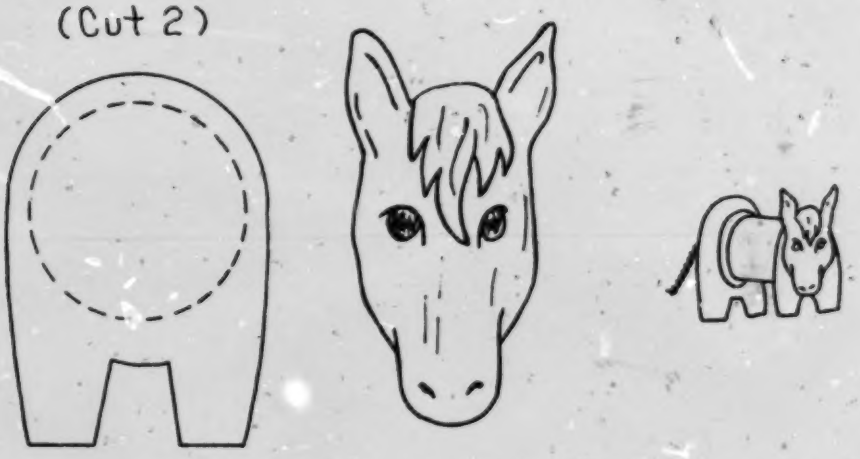
"Swift of foot was Hiawatha;
He could shoot an arrow from him,
And run forward with such fleetness,
That the arrow fell behind him!"
from THE SONG OF HIAWATHA
by Henry Wadsworth Longfellow

- The Indians gave us many of the sports and games we play today.

Two of the many described in SPORTS AND GAMES THE INDIANS GAVE US by Whitney are the Ring and Pin Game and the Whip-Top Game. Directions for making the equipment are given in the above mentioned book.

- Borrow a set of balance beams from a school or Parks and Recreation department and have children practice walking forwards, backwards, and sideways. If you cannot get beams, a long line of masking tape may be used.

- Spool Horses. Medium size wooden spools are used as the body for the horse. Patterns for the 3 body parts can be distributed to the children for tracing, cutting and coloring. Glue pieces to the spool making sure the feet rest squarely on the table. [Put spool on end until glue dries.] Glue finished head on front and a small yarn tail to the back.



- Exercising goes hand in hand with gymnastics. Have someone develop simple exercise programs for the various age groups and teach these to the children.

- Bicycles are very important to children even if they don't have that big two-wheeler yet. Dittos of bikes could be colored by the children and cut into "puzzles". Provide each child with an envelope in which to carry their puzzle home.

- Adapt CURIOUS GEORGE RIDES A BIKE into a puppet show which would emphasize the <u>correct</u> and <u>safe</u> way to ride a bike.

- Sharpen throwing skills with an inexpensive ring toss game or several homemade bean bags and a trash can or bucket.

- Charades. Have one child at a time act out their favorite individual sport.

- Have a game day. Organize and play such old favorites as "Ring Around the Rosie," "Farmer in the Dell," "Hot Potato," "Follow the Leader," "Drop the Handkerchief," "Hop Scotch," " Simon Says." For an interesting collection of table games based on Olympic track and field events consult the "Tabletop Olympics" section of Caney's KIDS' AMERICA.

- Would some of your older children be interested in learning about the many individual and team sports that are played by wheelchair athletes? Savitz's WHEELCHAIR CHAMPIONS is one source of information.

- Make sports collages. Have the children cut up old magazines dealing with sports and paste figures into separate or one large collage.

- Stick Horses. You will need a quantity of old broomsticks, mop handles, or pieces of wood that have been sanded and shellacked. The head is a paper bag on which eyes and ears have been drawn or pasted. Scraps of yarn become the mane. Stuff the bag with old newspapers and tie it securely onto the stick.

- Taking turns at a bowling game with plastic pins would make a story about bowling competition come alive.

- Emphasize good nutrition by preparing a nutritious snack and giving everyone a sample. Pass out a sheet or small booklet of simple recipes. Your County Extension Agent for Home Economics might be able to assist with this activity.

BOOKS

	Suggested Grade Range
Biking	
McLeod, Emilie. THE BEAR'S BICYCLE. Little, Brown, 1975.	3-6
Rey, H.A. CURIOUS GEORGE RIDES A BIKE. Houghton, Mifflin, 1952.	Ps-2
Golf	
Deegan, Paul. JACK NICKLAUS: THE GOLDEN BEAR. Childrens Press, 1974.	4
Jacobs, Linda. ELLEN THE EXPERT. EMC Corp., 1974.	5
Olsen, James. ARNOLD PALMER: KING ON THE COURSE. Childrens Press, 1974.	3-4
O'Shea, Mary Jo. LAURA BAUGH. Creative Education, 1976.	3-5
Gymnastics	
Miklowitz, Gloria. NADIA COMANECI. Grosset & Dunlap, 1976.	3-4
Smith, Jay. OLGA KORBUT. Creative Education, 1974.	3-6
Horseback Riding	
Anderson, Clarence. BLAZE SHOWS THE WAY. Macmillan, 1969.	Ps-2
Anderson, Clarence. THE BLIND CONNEMARA. Macmillan, 1971.	3-5
Anderson, Clarence. THE CROOKED COLT. Macmillan, 1954.	Ps-2
Anderson, Clarence. A PONY FOR LINDA. Macmillan, 1951.	1-3
Barr, Catherine. HORSE FOR SHERRY. Walck, 1963.	K-3
Bulla, Clyde. DEXTER. Crowell, 1973.	4-6

Farley, Walter. THE BLACK STALLION. Random, 1941. 4-6

Gates, Doris. LITTLE VIC. Viking, 1951. 4-6

Hader, Berta and Elmer Hader. LITTLE APPALOOSA. Macmillan, 1949. 2-4

Henry, Marguerite. BLACK GOLD. Rand McNally, 1957. 4-6

Henry, Marguerite. WHITE STALLION OF LIPIZZA. Rand McNally, 1964. 5-6

Henry, Marguerite. THE WILDEST HORSE RACE IN THE WORLD. Rand McNally, 1976. 3-6

Round, Glen. THE BLIND COLT. Holiday, 1960. 4-6

Round, Glen. ONCE WE HAD A HORSE. Holiday, 1971. Ps-1

Ruffino, Jim, et al. HORSE STORIES. Highlights, 1967. 2-6

Viereck, Phillip. SUE'S SECOND HAND HORSE. John Day, 1973. 5-6

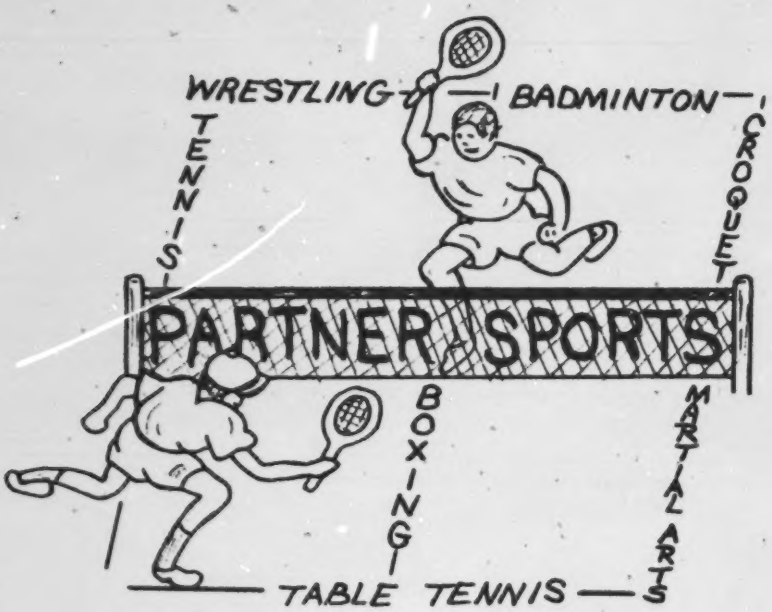
Track and Field

Finlayson, Ann. DECATHLON MEN: GREATEST ATHLETES IN THE WORLD. Garrard, 1966. 3-6

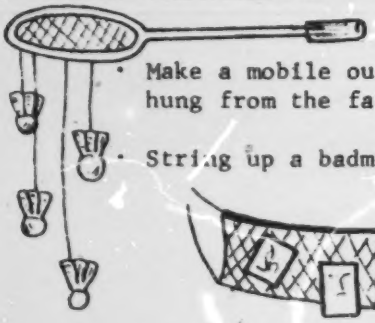
Jacobs, Linda. MARY DECKER: SPEED RECORDS AND SPAGHETTI. EMC Corp., 1975. 6

McClinton, Leon. CROSS COUNTRY RUNNER. Dutton, 1974. 5-6

Tate, Joan. RUNNERS. David & Charles, 1975. 4-6



DISPLAYS AND EXHIBITS



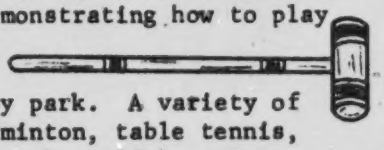
- Make a mobile out of a badminton racquet with birdies hung from the face by strings.
- String up a badminton net and pin on book jackets.

- Display tennis equipment from a local sport's shop.
- Design your bulletin board like a croquet course. Instead of wickets, use book jackets.

SPECIAL EVENTS

- Karate or Judo instruction is now readily available in most areas through Recreation Departments, YMCAs, or private studios. Invite an instructor to give a demonstration. Perhaps some young students could be involved.
- Have a junior or senior high school wrestling team discuss weight classes and scoring and demonstrate various wrestling holds.

- Table tennis games are readily found in church social halls, recreation buildings, and homes, but children often have never been taught the rules for singles or doubles play. Borrow table tennis equipment and enlist the help of young players in demonstrating how to play the game.



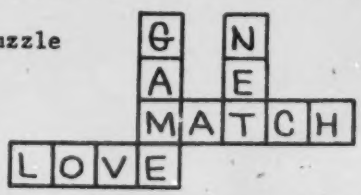
- Hold a "Partner Day" in a nearby park. A variety of activities such as croquet, badminton, table tennis, horseshoes, shuffleboard, hopscotch could be set up for the children to play with their partners.

- Invite a tennis instructor to discuss terminology and scoring and to show basic serves and strokes.

ACTIVITIES

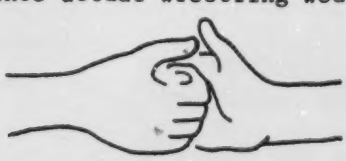
- Set up stations around the room where equipment for a particular sport is displayed. Rotate the children from station to station so that they will all be able to examine racquets, birdies, tennis balls, etc.

Design a crossword puzzle using tennis terms.



- Pantomime an action used in some sport. Have the children guess what the sport is. Let several of the children have a turn.

- Since actual wrestling would be difficult within the confines of a library, have contests involving arm wrestling, or thumb wrestling. Two people join their hands with their arms resting on a table. One person tries to pin down the thumb of the other with their thumb. You may not lift your arm or move the rest of your hand.

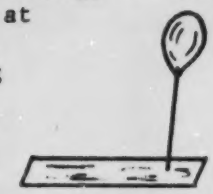


- If tennis is popular in your area have some of the older children research and report on famous tennis players, tournaments, types of courts, etc. Pictures cut from tennis or other sport's magazines could highlight reports.

- Assemble a "Touch 'n Tell" box [a large box with a hole in the top or side large enough for a child's hand]. Put in a ping pong ball, birdie, tennis ball, or croquet ball and let the children guess what it is they feel and what sport it is used for.

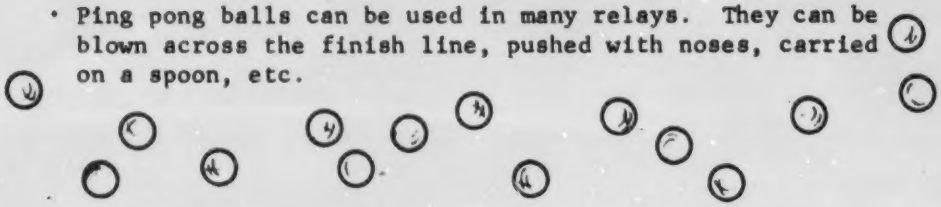
- Have older children write a short poem about their favorite partner sport or come up with a "knock knock" or other type of joke.

- After sharing a book about boxing, let the children take turns taking a few punches at a toy punching bag. If you can borrow a pair of boxing gloves, trying them on would be an extra treat.



- In partner games, somebody wins and somebody loses. Put on a puppet show concerning good sportsmanship and being a good loser.

- Ping pong balls can be used in many relays. They can be blown across the finish line, pushed with noses, carried on a spoon, etc.



BOOKS

Boxing	Suggested Grade Range
Edwards, Audrey and Gary Wohl. THE PICTURE LIFE OF MUHAMMAD ALI. Watts, 1976.	K-3
Heller, Peter. IN THIS CORNER...! Simon & Schuster, 1973.	4-5
Olsen, James T. MUHAMMAD ALI: I AM THE GREATEST. Childrens Press, 1974.	3-4
Martial Arts	
Wiseman, Bernard. BILLIE LEARNS KARATE. Holt, Rinehart & Winston, 1976.	4-6
Tennis	
Baker, Jim. BILLIE JEAN KING. Grosset & Dunlap, 1974.	3-4
Batson, Larry. JIMMY CONNORS. Creative Education, 1975.	3-6
Burchard, Sue. SPORTS STAR: CHRIS EVERT. Harcourt, Brace, Jovanovich, 1976.	2-4
Christopher, Matthew. THE PIGEON WITH THE TENNIS ELBOW. Little, Brown, 1975.	3
Herda, D.J. FREE SPIRIT: EVONNE GOOLAGONG. Raintree, 1976.	3-6
Jacobs, Linda. IN TENNIS LOVE MEANS NOTHING. EMC Corp., 1974.	5-6
May, Julian. ARTHUR ASHE: DARK STAR OF TENNIS. Crestwood, 1975.	3-5
Meade, Marion. WOMEN IN SPORTS: TENNIS. Harvey, 1975.	5-6
Neigoff, Mike. HAL, TENNIS CHAMP. Whitman, 1971.	3-5
Wrestling	
Jares, Joe. WHATEVER HAPPENED TO GORGEOUS GEORGE. Prentice-Hall, 1974.	6
Stamm, Claus. THREE STRONG WOMEN: A TALL TALE FROM JAPAN. Viking, 1962.	3-5

DISPLAYS AND EXHIBITS

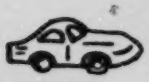
- Suspend a variety of helmets (go-cart, motorcycle, etc.) from light fixtures.
- Assemble a display of model cars. Identify the owners by placing a small name tag next to each car.

- Most races use flags for signaling the start and finish of races as well as a warning of trouble. Have the children design a variety of racing flags to decorate the room.

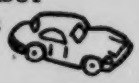
- Cut out pictures of some of the most well-known racing heroes from sports magazines. Display these on a bulletin board with their names placed over to the side out of order with the caption: "Can You Match These Racing Heroes?"

SPECIAL EVENTS

- If soap box racing is held in your area, contact the local association for the possibility of bringing several racers to the library. The drivers and their parents should be prepared to answer questions on how the cars were built, getting parts, entering races, and how someone gets started in soap box racing.



- Most children have one or more of the 'matchbox'-type cars and, no doubt, would be delighted to bring them to the library on "Racing Day". Construct a race track for the small cars using a slanted board or box to give the cars momentum. Mark a finish line with masking tape or string. Pair the racers and have the winner of each race, race against another winner until a small number of "champions" emerge. Bookmarks in the shape of a trophy might be awarded the winners.

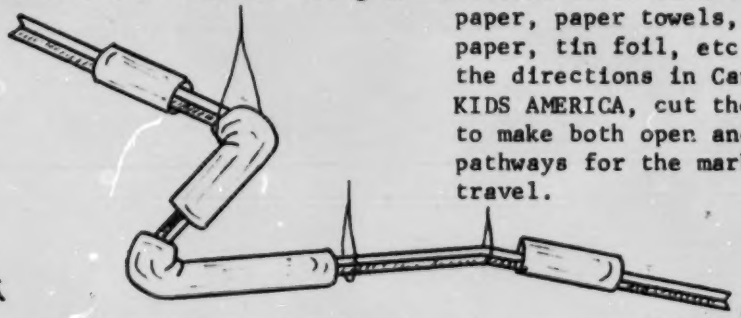


- Contact a local track or racing association for the name of someone who would bring their racing or stock car to the library parking lot and answer some of the questions the young audience will surely have. If a race car cannot be found, perhaps a representative of a motorcycle dealership would display a cycle and discuss safe riding practices.

- In many areas go-cart racing is enormously popular. If a field trip to a nearby track is not possible, find some go-cart racers who will discuss this sport with the children at the library. Safety aspects of the sport should be emphasized.

ACTIVITIES

- Construct a raceway: not for cars, but for marbles. Collect or have the children bring in cardboard tubes from toilet paper, paper towels, wrapping paper, tin foil, etc. Using the directions in Caney's KIDS AMERICA, cut the tubes to make both open and closed pathways for the marbles to travel.



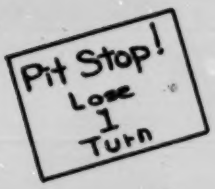
- How many words can be made from the word MOTORCYCLE? Hold a contest among the older children.

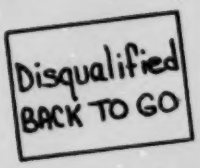
- Make marshmallow cars. Use one large marshmallow, 2 toothpicks and 4 raisins for the wheels.

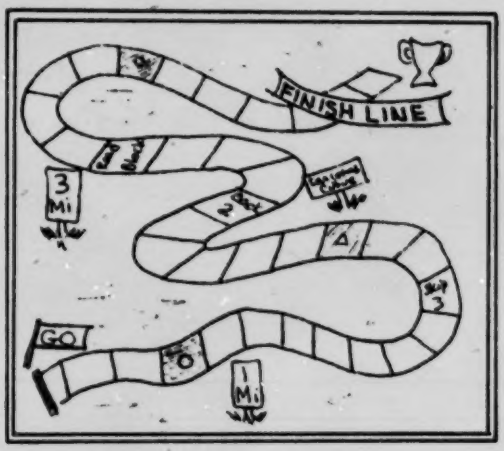
- Make a dot-to-dot picture of a racing car, motorcycle, or go-cart and mimeograph copies for the children.

- Use pictures from racing magazines or brochures from car dealers to illustrate student-written stories about racing.

- Construct a board game for groups of older children to play using a Candy Land-like format. The game board could be drawn on poster board with felt-tipped markers and laminated for permanency. Use miniature cars as game pieces which move along the track according to the directions placed on a deck of cards.



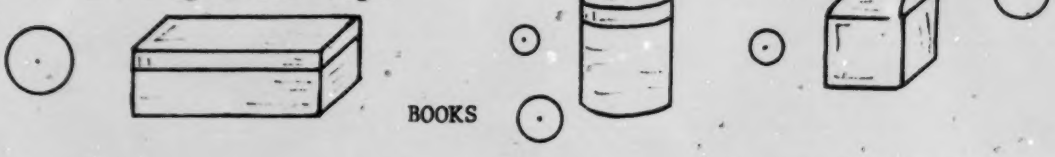




- Racers. For younger children, have sporty-looking cars already cut out. Let the children choose a "number" or "name" for their car and decorate it with crayons. Let older children design their own cars. Display them on a shelf paper track in the library.

- Pass out mazes for the children to get the "Go-Cart" through the "Obstacle Course" and into the "Winner's Circle".

- Make Soap Box Racers. Assemble a variety of boxes (oatmeal, milk cartons, small shoeboxes, rice, etc.), cardboard wheels in various sizes, brads to attach the wheels, and plenty of scissors, and masking tape. Let imagination reign!



BOOKS

Cars

Suggested Grade Range

Allen, Elizabeth. YOUNGER'S RACE. Grosset & Dunlap, 1972. 6

Andretti, Mario with Bob Collins. WHAT'S IT LIKE OUT THERE? Regnery, 1970. 6

Bell, Adrian, ed. MY GREATEST RACE. Grosset & Dunlap, 1975. 5-6

Butterworth, W.E. CRAZY TO RACE. Grosset & Dunlap, 1971. 6

Butterworth, W.E. FAST AND SMART. Grosset & Dunlap, 1970. 6

Butterworth, W.E. MARTY AND THE MICRO-MIDGETS. Grosset & Dunlap, 1970. 4-6

Butterworth, W.E. REDLINE 7100. Grosset & Dunlap, 1968. 6

Butterworth, W.E. RETURN TO DAYTONA. Grosset & Dunlap, 1974. 4-6

Dillon, Mark. AMERICAN RACING CAR DRIVERS. Lerner, 1974. 5-6

Gault, William. CHECKERED FLAG. Dutton, 1964. 6

Gault, William. THE LAST LAP. Dutton, 1972. 6

Libby, Bill. A.J. FOYT. Hawthorn, 1974. 6

Libby, Bill. HEROES OF STOCK CAR RACING. Random, 1975. 5-6

McKay, Don, ed. WILD WHEELS: THRILLING ADVENTURES OF MEN AND CARS. Dell, 1969. 6

Olney, Ross. DAREDEVILS OF THE SPEEDWAY. Grosset & Dunlap, 1966. 6

Speed, Eric. GOLD CUP ROOKIES. Grosset & Dunlap, 1976. 3-6

Speed, Eric. MEXACALI 1000. Grosset & Dunlap, 1975 3-6

Motorcycles

Cleary, Beverly. THE MOUSE AND THE MOTORCYCLE. Archway, 1975. 4-6

Gault, William. GASOLINE COWBOY. Dutton, 1974. 5-6

Radlauer, Edward. THE MOTORCYCLE CHALLENGE: THE RALLY SERIES. Childrens Press, n.d. 6

Radlauer, Edward and Dan Radlauer. MOTORCYCLE MOTOCROSS SCHOOL. Watts, 1975. 3

Richard, Andrienne. INTO THE ROAD. Little, Brown, 1976. 6

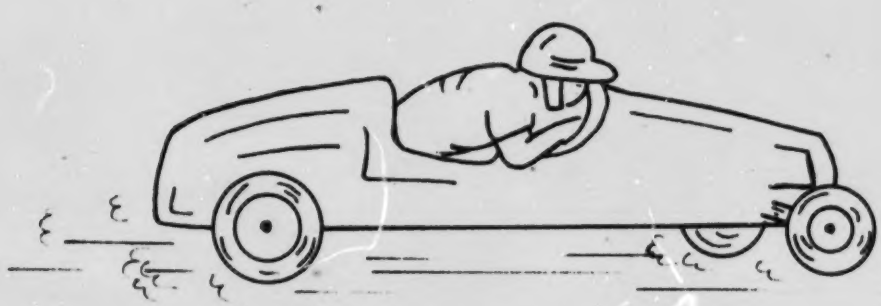
Scalzo, Joe. DIRT TRACK DAREDEVILS. Grosset & Dunlap, 1975. 5-6

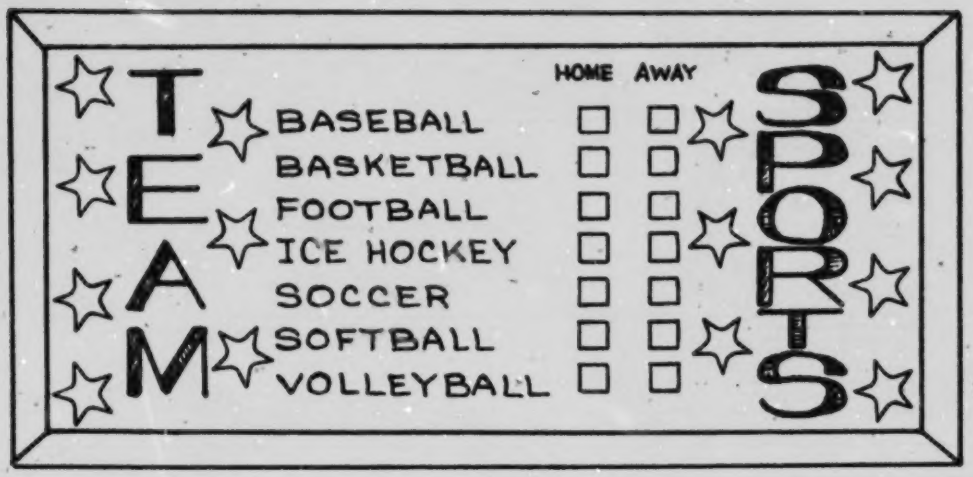
Scalzo, Joe. EVEL KNIEVEL. Grosset & Dunlap, 1974. 3-6

Soap Box

Armer, Alberta. SCREWBALL. World, 1963. 5-6

Weir, Rosemary. SOAP BOX DERBY. Van Nostrand Reinhold, 1965. 4-6



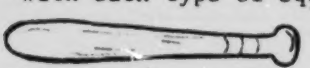


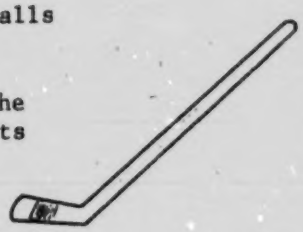
DISPLAYS AND EXHIBITS

- Borrow a collection of team pennants and put them on library walls, or have the children design one for their favorite team.
- Assemble a variety of items bearing the name of the professional team which is the most popular in your area. A local store might loan a number of such items for display. (You will be able to find anything from mugs to trash cans to clothing of all kinds.)

- Have the children help you assemble a display of balls used in team sports.

- A local high school might loan you equipment for the major team sports. Display appropriate book jackets with each type of equipment.

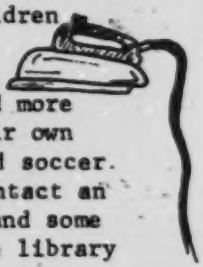




SPECIAL EVENTS

- Plan a T-shirt Day. Belonging to a team often means that all the members wear some type of uniform. Your "Library All Stars" (or whatever name you wish) should be no exception. Have each child bring in a white T-shirt. Designs are drawn on white paper with fabric crayons. [Crayola Craft markets a box of eight crayons for approximately one dollar. Complete instructions are given on the box.]

The design is then ironed onto the shirt. You will need some volunteer to help prepare the designs and to assist in making the transfers. Older children may be able to color their own designs.

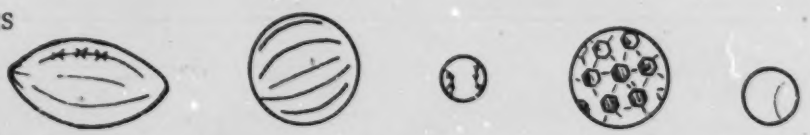


- Elementary aged children are becoming more and more involved in team sports. Many areas have their own athletic associations. Baseball, football and soccer might be offered through your local YMCA. Contact an organization in your area and invite a coach and some young team members (in uniform) to come to the library to talk about their sport. On the flyer advertising this special event, announce that any children involved in a team sport may wear their uniform to the program. You might have these children stand and acknowledge the type and name of their team.

- High school sports are popular with individuals in all age ranges. Elementary children may have older brothers or sisters or just may be interested in what will be available for them in a few years. Have a physical education instructor or coach help you plan a program around one or more high school sports such as football, baseball, basketball, softball, or volleyball. You might want to hold this special event in or around a local school with members of various teams giving pointers to the participating children.

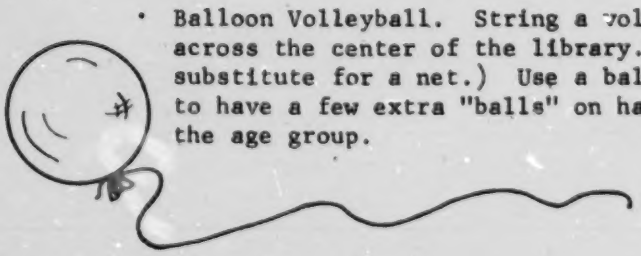
- Many teams have mascots. Purchase a large stuffed animal and display it throughout your program. Have a contest for naming the mascot who becomes the property of the winning entry.

ACTIVITIES

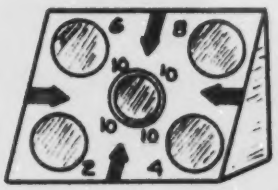


- Bring in balls from a variety of team sports. Pantomime a particular sport and have the children guess which ball is used.

- Balloon Volleyball. String a volleyball or badminton net across the center of the library. (Heavy string could substitute for a net.) Use a balloon as the ball (be sure to have a few extra "balls" on hand). Tailor the rules to the age group.



- Softball Throw. Using bean bags, practice an underhand softball throw using a homemade target. The target could be plywood or heavy cardboard with holes cut in it or even a waste-paper basket.



- Mural of team sports. Start early collecting sports magazines. Let the children "cut and paste" on a long piece of shelf paper.

- Present "Casey at the Bat" in a puppet show format. The children could make their own "Casey" puppets from felt.

- Create a "Sports Mix-Up". Using the flannel board and cutouts of uniforms and equipment for various sports, mix up shoes (tennis shoes, skates, skis, etc.) with clothing (shorts, swim suits, ski pants, etc.) and hats (helmets, caps, etc.). Use a stop watch to see how fast one or two children can unscramble the players' clothes.

- Nerf Basketball. Nerf balls are made of soft rubber and can be used inside. The basketball set contains a ball and a small basket which can be attached at any height. Allow each child a certain number of throws.

- Baseball. Using four chairs as bases, pitch "easy" (single base), "medium" (double base), and "hard" (home run) questions on some topic to one-half of the group. After three outs, let the other team come to bat.

What has eighteen legs and catches flies?

[A baseball team]

- SPORTS CHARADE. Divide the group into two teams. Write the name of a sport on a piece of paper (or draw a picture for prereaders) and have a child or part of the group act out the sport while his/her team members guess what it is. Older children might act out the name of a famous athlete in a particular sport.

- POPCORN! This special treat is a natural for programs on team sports.

BOOKS

Baseball	Suggested Grade Range
Berke, Art. UNSUNG HEROES OF THE MAJOR LEAGUES. Random, 1976.	4-6
Bisher, Furman. STRANGE BUT TRUE BASEBALL STORIES. Random, 1966.	5-6
Braun, Thomas. THE HITTERS. Childrens Press, 1976.	2-6
Butler, Hal. BASEBALL'S CHAMPION PITCHERS: THE CY YOUNG AWARD WINNERS. Messner, 1974.	4-6
Christopher, Matt. THE KID WHO ONLY HIT HOMERS. Little, Brown, 1972.	3-5
Christopher, Matt. THE TEAM THAT COULDN'T LOSE. Little, Brown, 1967.	3-5
Daley, Arthur. ALL THE HOME RUN KINGS. Putnam, 1972.	4-6
Davis, Mac. 100 GREATEST BASEBALL HEROES. Grosset & Dunlap, 1974.	5-6
Devaney, John. BASEBALL'S YOUNGEST BIG LEAGUERS. Holt, Rinehart & Winston, 1969.	3-6
Epstein, Sam and Beryl Epstein. BASEBALL: HALL OF FAME STORIES OF CHAMPIONS. Garrard, 1965.	3-6
Fenner, Phyllis R., ed. CRACK OF THE BAT: STORIES OF BASEBALL. Knopf, 1952.	3-6
Gault, Clare and Frank Gault. THE HOMERUN KINGS. Scholastic, 1975.	2-6
Gault, William. STUBBORN SAM. Dutton, 1969.	4
Gelman, Steve. YOUNG BASEBALL CHAMPIONS. Grosset & Dunlap, 1966.	3-6
Gibson, Jerry. BIG LEAGUE BATBOY. Random, 1970.	5-6
Gutman, Bill. MODERN BASEBALL SUPERSTARS. Dodd, Mead, 1973.	3-5

Haskins, James. BABE RUTH AND HANK AARON: THE HOME RUN KINGS. Lothrop, 1976. 2-5

Isadora, Rachel. MAX. Macmillan, 1976. Ps-2

Kessler, Leonard. HERE COMES THE STRIKEOUT. Harper & Row, 1965. K-3

Rainbolt, Richard. BASEBALL'S HOME-RUN HITTERS. Lerner, 1975. 5-6

Renick, Marion. BOY AT BAT. Scribner, 1961. 1-3

Silverman, Al. HEROES OF THE WORLD SERIES. Putnam, 1964. 5-6

Slote, Alfred. JAKE. Lippincott, 1971. 4-6

Thayer, Ernest L. CASEY AT THE BAT. Watts, 1971. 3-6

Wayne, Bennett, ed. HEROES OF THE HOME RUN. Garrard, 1973. 3-5

Zanger, Jack. GREAT CATCHERS OF THE MAJOR LEAGUES. Random, 1970. 5-6

Basketball

Berger, Phil. HEROES OF PRO BASKETBALL. Random, 1968. 5-6

Davis, Mac. BASKETBALL'S UNFORGETABLES. Bantam, 1972. 6

Etter, Les. BASKETBALL SUPERSTARS. Garrard, 1974. 3-6

Fenner, Phyllis, ed. QUICK PIVOT: STORIES OF BASKETBALL. Knopf, 1965. 5-6

Hannon, Kent. BASKETBALL, THE NEW CHAMPIONS. Platt & Munk, 1973. 5-6

Hirshberg, Al. BASKETBALL'S GREATEST STARS. Putnam, 1963. 6

Jackson, Paul. BEGINNER UNDER THE BACKBOARDS. Hastings, 1974. 2-6

Liss, Howard. STRANGE BUT TRUE BASKETBALL STORIES. Random, 1972. 5-6

Lord, Beman. GUARDS FOR MATT. Walck, 1961. 2-5

Miles, Betty. ALL IT TAKES IS PRACTICE. Knopf, 1976. 3-4

Sabin, Lou and Dave Sendler. STARS OF PRO BASKETBALL. Random, 1970. 5-6

Tester, Sylvia R. BILLY'S BASKETBALL. Childrens Press, 1976. Ps-2

Football

Christopher, Matt. CATCH THAT PASS! Little, Brown, 1969. 5-6

Christopher, Matt. FOOTBALL FUGITIVE. Little, Brown, 1976. 3

Davis, Mac. 100 GREATEST FOOTBALL HEROES. Grosset & Dunlap, 1973. 3-6

Gault, William. WILD WILLIE, WIDE RECEIVER. Dutton, 1974. 5

Gutman, Bill. FOOTBALL SUPERSTARS OF THE '70s. Messner, 1975. 6

Hand, Jack. HEROES OF THE NFL. Random, 1965. 4-6

Hollander, Zander, ed. STRANGE BUT TRUE FOOTBALL STORIES. Random, 1967. 5-6

Kessler, Leonard. KICK, PASS, AND RUN. Harper & Row, 1966. 1-3

Lord, Beman. QUARTERBACK'S AIM. Walck, 1960. 2-5

May, Julia. JOE NAMATH. Crestwood, 1975. 3-5

May, Julia. O.J. SIMPSON. Creative Education, 1974. 3-5

Morris, Jeannie. BRIAN PICCOLO: A SHORT SEASON. Rand McNally, 1971. 6

Mosedale, John. HALL OF FAME: FOOTBALL. Collins-World, 1972. 5-6

Olsen, James. JOE NAMATH: THE KING OF FOOTBALL. Childrens Press, 1974. 3-4

Smith, Jay. ROGER STAUBACH. Creative Education, 1974. 3-6

Ice Hockey

Borstein, Larry. MY GREATEST DAY IN HOCKEY. Grosset & Dunlap, 1974. 5-6

DuBois, William. PORKO VON POPBUTTON. Harper & Row, 1969. 4-6

Edwards, Audrey and Gary Wohl. THE PICTURE LIFE OF BOBBY ORR. Watts, 1976. K-3

Fisher, Dave. HOCKEY, THE NEW CHAMPIONS. Platt & Munk, 1973. 5-6

Gutman, Bill. MODERN HOCKEY SUPERSTARS. Dodd, Mead, 1976. 5-6

Honig, Donald. COMING BACK. Educational Services, 1974. 3

Liss, Howard. HOCKEY'S GREATEST ALL STARS. Hawthorn, 1972. 6

Liss, Howard. STRANGE BUT TRUE HOCKEY STORIES. Random, 1977. 5-6

Rainbolt, Richard. HOCKEY'S TOP SCORERS. Lerner, 1975. 5-6

Soccer

Gault, Clare and Frank Gault. PELE: THE KING OF SOCCER. Walker, 1975. 3-5

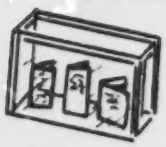
Gutman, Bill. PELE. Grosset & Dunlap, 1976. 3-4

Rote, Kyle. BEYOND THE GOAL. Berkley Medallion, 1975. 6

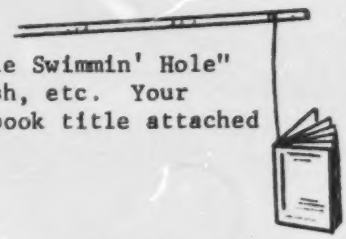
Softball

Bliss, Ronald G. INDIAN SOFTBALL SUMMER. Dodd, Mead, 1974. 6

DISPLAYS AND EXHIBITS



- Fill an empty aquarium with a "Good Catch" -- books for "sportie" reading.



- Convert your bulletin board into the "Ole Swimmin' Hole" complete with swimmers, a fisherman, fish, etc. Your figures might even have an appropriate book title attached to them.

- Hang a fish mobile.
- Dress a store manikin as a mermaid to entice the children to come to programs on water sports.
- Boats in racing events are often decorated with streamers and many small flags. A similar motif might decorate your children's area for programs on this theme.

SPECIAL EVENTS

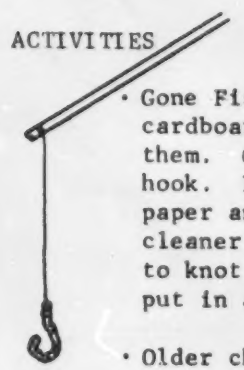
- Invite a "Water Safety Instructor" to talk about the opportunities for swimming instruction in your area. The "talk" should be keyed to the programs available for the age group of the audience and could be highlighted with slides of lessons in progress, brochures detailing the programs, and certificates and patches that may be earned. A few tips on water safety and/or first aid could be included. Sometimes local pools will provide free swimming passes for the children attending the presentation.

- With the long coastline and the numerous lakes in Texas, there are probably several boat owners in your community. Convincing one of them to bring their boat to the library parking lot could be the beginning of an exciting program. A "captain" could point out the various parts of the boat while teaching the youngsters a few nautical terms. Safety equipment such as life jackets and flotation devices could be demonstrated and safe boating behavior discussed. Water skiing equipment might also be shown.

- Fly tying and casting might be fascinating to many youngsters. If you don't know of anyone with this hobby, a call to your local chamber of commerce or to the Senior Citizens Center might yield a willing individual with this particular expertise. The fly tying demonstration would probably require a large table so that the youngsters could easily observe the procedures. The casting could be done outside or in providing there is enough space. Be sure to have your fisherman wear his/her favorite fishing hat and bring along any gear that might be of interest to the children.

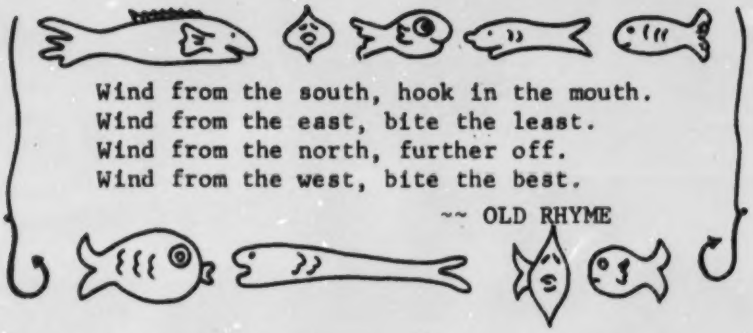
- If you have a college or university in your town, you probably have a resource of people interested in some of the more unusual sports such as scuba diving. The extensive equipment used in this sport such as a wet suit, air tank, face mask, and fins, would fascinate a young audience if you could arrange a demonstration by club members. Be sure to allow time for questions about what the divers do and see once they are under the water.

ACTIVITIES



- Gone Fishin'! Make fishing rods from sticks or the cardboard tubes from coathangers with strings tied to them. On the end of the string tie a pipe cleaner hook. Fish can be cut from tag board or other stiff paper and a hole punched in the top. Cut a pipe cleaner in half and put it through the hole, twist to knot and leave a large loop. The fish could be put in a plastic swimming pool or other container.

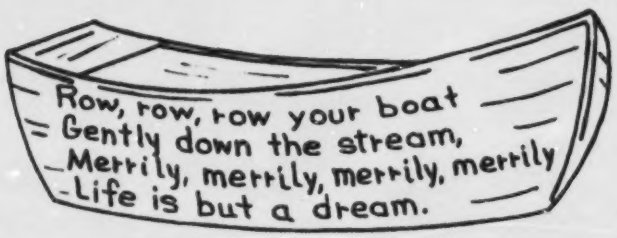
- Older children. Instead of the pipe cleaner hook, tie on a small magnet. In the "pond" put paper clips or bobby pins. The child catching the most "fish" wins the fishing tournament.



Wind from the south, hook in the mouth.
Wind from the east, bite the least.
Wind from the north, further off.
Wind from the west, bite the best.

~~ OLD RHYME

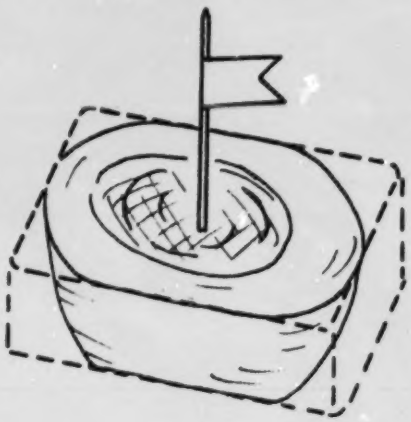
- Row Your Boat! Go through the song once or twice while the children are seated. Then pair them off to be "rowboats." The children sit facing one another, knees up. Gently sitting on each others feet they grasp arms and rock back and forth. The song can be sung once all the "boats" begin rocking.



- Pretend Swimmers. After a story or filmstrip about swimming, teach the children the arm and head movements for the crawl, breaststroke, sidestroke, etc. Announce the stroke and everyone practice.

- Cork Boats for younger children. One large cork, one plastic toothpick, and a 2" square of white paper are needed. Cut the paper diagonally in two pieces, write the child's name on the sail. Insert toothpick through sail and into cork. It floats!

- Soap Boats! This activity works best with older children. Have a bar of Ivory soap and a metal spoon for each child. Have them use the spoons to scrape the sides of the soap to round it like a boat. Then scrape some soap from the center. Attach a small flag to a toothpick and push it into the center of the boat.



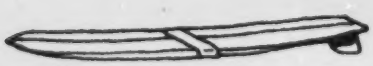
- Puppet show. If you can't find a Water Safety Instructor to discuss pool safey, do it with puppets.

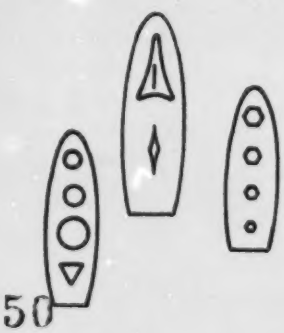
Red sky in the morning
Sailors, take warning.
Red sky at night,
Sailors delight.

- Build a weathervane. Weather and wind direction are important in many sports, particularly those on the water. Caney's KIDS AMERICA has a unit on weather forecasting and gives directions for making a weathervane.

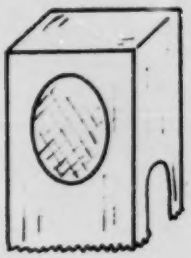
A wind from the west
Brings weather at its best;
A wind from the east
Brings rain to man and beast

- Hang Ten! Surfers often personalize their surfboards with colorful designs. Cut out and design individual mini-surfboards.

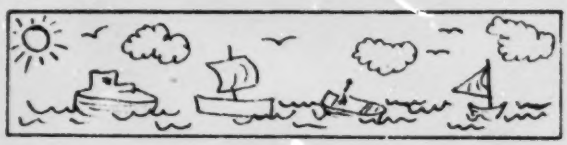




- Diver's Helmets. Large paper bags with holes cut for the face and shoulder make diving helmets for younger children that can be decorated with crayon or cut paper. With the children wearing their helmets, pretend to see the many sights a deep sea diver might.

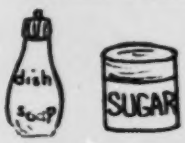


- Boating mural. Have patterns of sailboats, rowboats, speedboats, fish and birds cut. The chidren can draw around them on colored paper, cut them out and paste them into a "boating" scene on a piece of shelf paper.

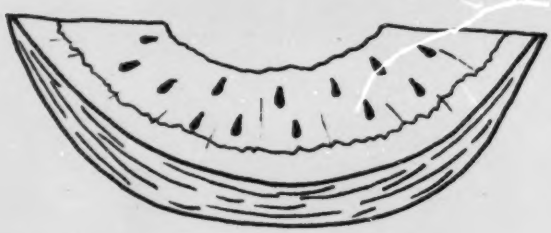


- Bubble Blowing -- a wonderful water sport! Blowers can be made out of coathangers. Liquid can be made in the following proportions:

1/2 cup liquid dishwashing detergent
1/4 cup sugar
a little water to dilute, if necessary.



- Watermelon. The perfect conclusion to an "in the park" storyhour on water sports!



BOOKS

Boating	Suggested Grade Range
Aymar, Peggy and Gordon Aymar. MICHAEL SAILS THE MUDHEN. Hastings, 1961.	1-4
Firmin, Peter. BASIL BRUCH GOES BOATING. Prentice-Hall, 1976.	1-4
Kenney, Harriet. LITTLE WINDJAMMER. Dutton, 1969.	1-4
May, Julian. AMERICA'S CUP. Creative Education, 1976.	2-6
Miller, A., ed. POP-UP BOOK OF BOATS. Random, 1972.	1-4
Mohn, Peter. SAILING. Crestwood, 1976.	2-6
Morgan, Julie. SPEEDBOAT RACING. Lippincott, 1972.	3
Oppenheim, Joanne. HAVE YOU SEEN BOATS? Addison-Wesley, 1971.	Ps-1
William, Jay. THE YOUNGEST CAPTAIN. Parents Magazine Press, 1972.	Ps-2
Fishing	
Humphrey, William. THE SPAWNING RUN. Knopf, 1970.	4
Ipcar, Dahlov. THE BIGGEST FISH IN THE SEA. Viking, 1972.	Ps-2
Seuss, Dr. MCELLIGOT'S POOL. Random, 1947.	Ps-2
Shortall, Leonard. ERIC IN ALASKA. Morrow, 1967.	1-3
Swimming, Diving & Surfing	
Honig, Donald. GOING THE DISTANCE. Watts, 1976.	3
Kessler, Leonard. LAST ONE IN IS A ROTTEN EGG. Harper & Row, 1969.	K-3
Shortall, Leonard. TONY'S FIRST DIVE. Morrow, 1972.	K-3
Stevens, Carla. HOORAY FOR PIG! Seabury, 1974.	Ps-3

DISPLAYS AND EXHIBITS

- Decorate the room with paper snowflakes made by the children. They can be put on the walls or hung from the ceiling. For a very special effect, set up a few artificial Christmas trees. If decorations are desired, have the children make icicles from popsicle sticks and silver glitter or twisted tin foil.

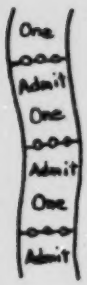
- Assemble a number of books on winter sports. Top each with a winter cap.

- Ask a sporting goods store for the loan of ski equipment or, at least, ice skates. Include in your display appropriate cold weather clothing and perhaps some crushed styrofoam "snow".

- Use that winter sled in your garage as a display table for books.

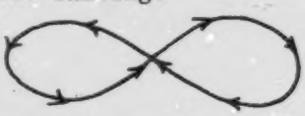
SPECIAL EVENTS

- Ski clubs seem to exist even in areas where snow is not likely. Check with the Chamber of Commerce or a local college and invite some ski club members to bring some of their equipment to the library. They could show each piece and tell how it is used. They might even have slides available of a past ski trip.



- If there is an ice skating rink in your area, see if a representative will come to discuss the facility and talk about learning to ice skate. You might even be able to arrange complimentary tickets for the children. [If only a limited number of complimentary tickets are available for a particular activity: hold a drawing where each child has an equal chance of getting a free ticket; conduct a contest of some sort with winners at each age group; or present tickets to those children completing their reading logs or some other specified goal at the conclusion of the program.]

- Many larger cities have a number of young people actively involved in training for figure skating competition. Invite one or several young people and, perhaps, their coach as well, to talk about how they train and what is involved in becoming a champion skater. Someone might even have a film of themselves skating.



ACTIVITIES

- Paper Snowflakes. Use squares of white paper (8" square makes a nice size flake). 1) Fold the paper in half. 2) Then make 2 more folds to form a cone. Cut along the dotted lines. 3) Draw a snowflake design on the cone leaving about 1" of paper at the base to hold it together.

Everyone's design should be different!

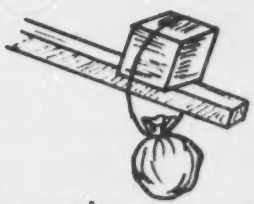
- Creative Dramatics. Have the children sit in long lines holding onto each others waist. Tell them to close their eyes and pretend to be tobogganing while you describe the terrain: "We're going down a s-t-e-e-p hill----. Quick! Turn to the right! ---- Whew! Just missed that tree!" Also try: Snowpeople, slowly melting
  Walking in deep snow
  Ice skating
  Skiing

- Ice Cube Fun. After sharing a story or film on a winter sport such as ice skating, try these activities from Burns' GOOD TIMES EVERY KID'S BOOK OF THINGS TO DO.

Put an ice cube in a bowl of warm water. It will soon begin to turn somersaults as the bottom of the cube melts faster than the top. Have the children try to figure out why the cube turns.

Float an ice cube in a glass of water. Ask the children if they think it is possible for you to lift the ice cube out of the water with a piece of string. Get the string very wet and lay it across the top of the cube. Sprinkle salt on both sides of the string and wait for a minute. When the string freezes to the cube, you will be able to lift it out of the glass.

Passing a piece of wire through an ice cube without cutting the cube in half can be exciting. You will need a 2 foot piece of thin wire, a heavy weight (a bag of stones), a piece of wood narrower than an ice cube, and an ice cube. The weight will slowly pull the wire through the ice cube without cutting it into two pieces.



- Make a winter sport's scene. Let the children make figures from pipe cleaners. Pose the figures as skaters, sledders and skiers on ponds (mirrors) and snow covered hills (cotton over newspapers).

- Stage a "This is Your Life" program on the life of a famous figure skater or skier. Using information obtained in a biography of the athlete, have one child portray the athlete and others become important people in the athlete's life who relate bits of information about the "Guest of Honor".

- Clay "snow people" would be a craft activity you might wish to have on this theme.

1 cup flour
1/2 cup salt
2 Tbsp. cooking oil
1 cup water
2 Tbsp. cream of tartar

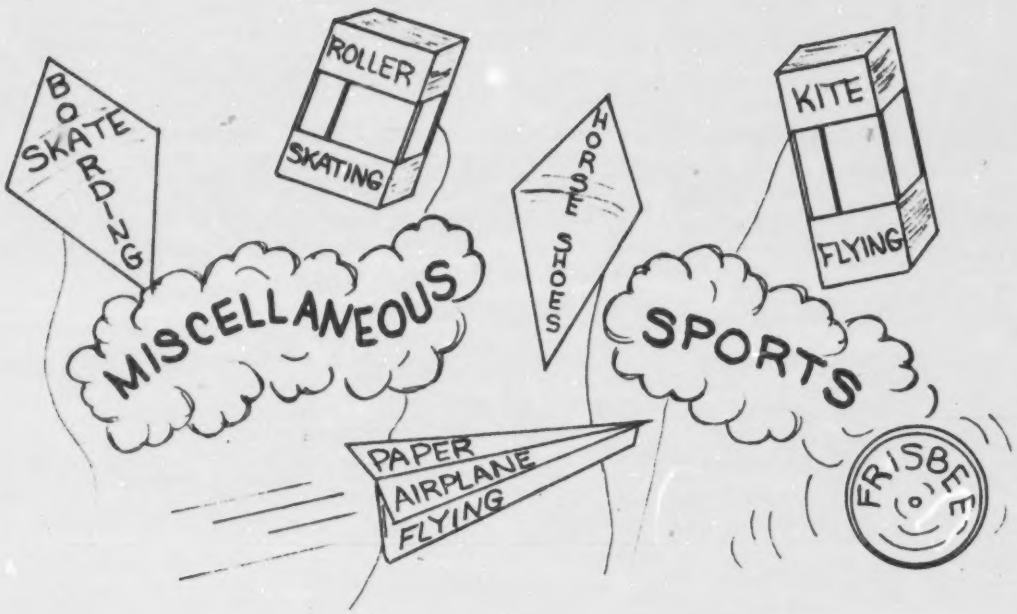
- Mix ingredients in a saucepan and cook until thick. Add a few drops of food coloring if desired. Drop on waxed paper and knead. Store in covered container.

For older children, make one or more paper mache snowpeople. Make a form of newspaper and chicken wire and apply 1-2" strips of newspaper dipped into a mixture of 1 cup flour and 3 cups water.

- End your coverage of winter sports with snow cones! You will need crushed ice, paper cones, and fruit flavored drink mix with about 1/2 the amount of water called for added to the mix.

BOOKS

	Suggested Grade Range
Ice Skating	
Jacobs, Linda. GO FOR SIX. EMC Corp., 1974.	5-6
Morse, Charles. PEGGY FLEMING. Creative Education, 1974.	3-6
Van Steenwyk, Elizabeth. WOMEN IN SPORTS. Harvey House, 1976.	5-6
Skiing	
Edwards, Harvey. SKIING TO WIN. Harcourt, Brace, Jovanovich, 1973.	6
Fenner, Phyllis, ed. LIFT LINE, STORIES OF DOWN-HILL AND CROSS-COUNTRY SKIING. Morrow, 1976.	6
Morse, Charles and Ann Morse. JEAN CLAUDE KILLY. Creative Education, 1974.	3-6
Walden, Amelia. ESCAPE ON SKIS. Westminster, 1975.	6
Snowshoeing	
Budhill, David. SNOWSHOE TREK TO OTTER RIVER. Dial/Dell, 1976.	4-6



DISPLAYS AND EXHIBITS

- Decorate the walls with frisbees. It should not be difficult to borrow a sufficient number for this purpose. Many are inexpensive, some even free, and all are colorful.

- The variety in types of roller skates is surprising. See if a local merchant will work with you to assemble a display which includes everything from skates requiring a skate key to shoe skates to the latest tennis shoe top skates.

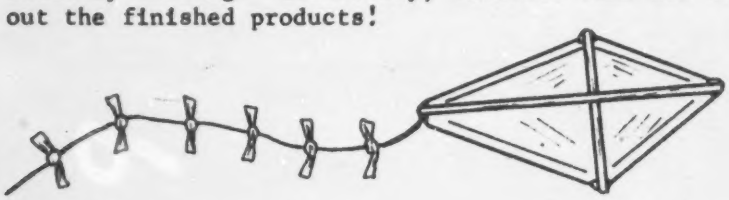
- Assemble a complete skateboard outfit (helmet, knee pads, elbow pads, wrist braces). Dress a department store "dummy" in jeans and a T-shirt and outfit it for safe skateboarding. No "dummy"? Pin clothes and accessories to a large bulletin board.

- Send out the word that you wish to have a skateboard exhibit. When they come rolling in, attach a name tag to each one.

SPECIAL EVENTS

- If a merchant has loaned various skates for you to display (see DISPLAYS AND EXHIBITS) have him/her describe and show each one to the children. A good question to ask would be which wheels are appropriate for which surfaces.

- Hold a kite workshop. Recruit several individuals with some knowledge of kite making and assemble the needed materials. Many sources of information are available such as Hunt's GETTING STARTED IN KITEMAKING. The kites could be made in several separate meetings or all on a Saturday morning. Either way, schedule time for trying out the finished products!



- Paper Airplane Competition. Most children already know how to build a paper plane. Teach them some new ways and design several events for judging distance, length of time in the air, and flying around a course. All the information you need is in Burns' GOOD TIMES: EVERY KID'S BOOK OF THINGS TO DO under "Flypaper".

- See if there is someone in your area who could put on a frisbee demonstration outside the library or in a nearby park. Some individuals have even trained their dogs to retrieve a frisbee. You might write the International Frisbee Association at P.O. Box 970, San Gabriel, CA 91776 for information on this popular sport.

- Have a representative from a local skating rink talk about skating and skates. Perhaps they could even provide free passes for a visit to the rink!

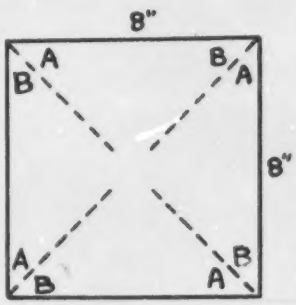
- Skateboard demonstration. If you know of youngsters who have particiapted in skateboard competition, invite some of them to describe the gear they wear, demonstrate the positions used in steering the skateboard, and discuss skateboard safety.

ACTIVITIES

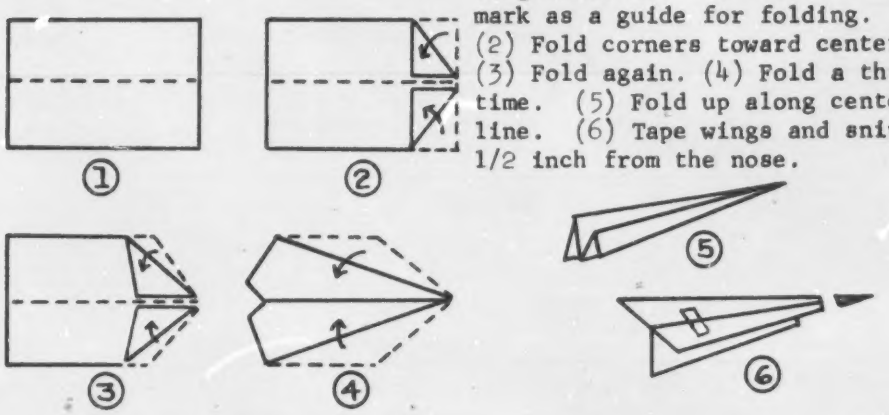
- Make skateboards out of large pieces of paper using cardboard patterns. Have the children stand on their "skateboards" and practice the stances that may have been demonstrated earlier.

- Have the children participate in a game of horseshoes -- the plastic variety that can be purchased cheaply.

- Pinwheel. Cut an 8" square of construction paper. Cut in from each corner to within 1" of the center. Bring all "A" corners to the center and push a pin through all four and into the eraser of a pencil.



- Make Paper Planes. (1) Fold a piece of paper in half lengthwise and use the crease mark as a guide for folding. (2) Fold corners toward center. (3) Fold again. (4) Fold a third time. (5) Fold up along center line. (6) Tape wings and snip 1/2 inch from the nose.



- Use your flannel board to show what the "well-dressed skateboarder" should wear. Then pass out ditto sheets of a "paper doll" and a skateboard outfit for the children to color and cut out.

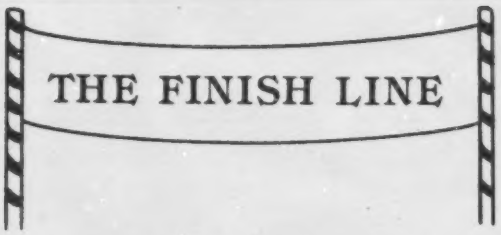
- Paper Bag Kites. Younger children not able to make regular kites can decorate paper grocery bags with crayons. Fold over the top twice to make a one-inch band of thickness. Tie string through the folded edge.

- Hold your storyhour or activity outside and conclude it with a few frisbee throws by each of the children. Set up a target (chair, trashcan) and have them "sail" the frisbee towards the target.

- Make horseshoes. Have the children trace around patterns, then cut out their horseshoes. Discuss the "Good Luck" aspects and how to hang them so that the luck doesn't run out.

BOOKS

Roller Skating	Suggested Grade Range
Deford, Frank. FIRE STRIDES ON THE BANKED TRACK: THE LIFE AND TIMES OF THE ROLLER DERBY. Little, Brown, 1971.	6
Sawyer, Ruth. ROLLER SKATES. Viking, 1936.	4-6



EVERYBODY WINS

Most sports events end with an awards ceremony of some type. Having certificates available for completing the reading program makes this activity a natural. Even children who have not earned a certificate will enjoy this special event if it is a celebration of all that has been done over the preceding weeks. This event could take many forms.

One idea is to hold an open house with the children's work on display as well as exhibits used during the program which generated the greatest amount of interest. If you have had a fellow staff member take slides of special programs and activities (as well as a few shots of participating children), a slide show would be a hit with both children and parents. And, of course, punch and cookies provide a "sweet" ending to a successful event.

EVALUATING YOUR PROGRAM

Before you breathe that well-deserved sigh of relief, take a few moments to consider your reading program. Make notes of the disasters as well as the successes and jot down a few ideas that will enable you to begin planning for future programs in such a way that some of the problems encountered may be minimized.

You may have already received the Reading Club Evaluation form from the State Library from a previous reading club program. A copy of this form is included here so that you will be aware of the type of data which will be requested at the conclusion of your program. The form also offers you an opportunity to evaluate the materials from the Texas State Library and for offering suggestions for future programs and materials.

"SPORTS SPLASH"

1980 Texas Reading Club Evaluation

LIBRARY _____ PERSON IN CHARGE OF READING CLUB _____

ADDRESS _____ POSITION _____

DATE PROGRAM BEGAN _____ DATE ENDED _____ NUMBER OF WEEKS _____ READING CLUB BUDGET _____

PARTICIPATION

_____ number of staff

_____ number of volunteers

_____ number of children enrolled

_____ number of children receiving certificates

MATERIALS FROM TEXAS STATE LIBRARY (QUANTITY)

_____ Posters _____ Manual

_____ Reading Logs

_____ Bookmarks

_____ Certificates

CRITERIA FOR RECEIVING CERTIFICATES

COMMUNITY PARTICIPATION

How did your community participate in the program? Was time, money or advertising space donated to assist the program? Please describe:

ACTIVITIES

Please check ( ) types of activities conducted as part of your library's Reading Club program:

_____ Storyhours

_____ Book Talks

_____ Films

_____ Other (please describe): _____

_____ Games

_____ Music

_____ Programs with speakers

Describe any unusually successful activities or events. To what do you attribute this success? (Attach this comment to the end of the evaluation.)

PUBLICITY

Please check ( ) those items of publicity used to promote the program:

_____ News Releases _____ Visits to Schools

_____ Flyers, Handouts _____ Visits to Clubs or Organizations

_____ Radio _____ Exhibits

_____ Television _____ Photographs, Slides

_____ Other (please describe): _____

_____

_____

How would you rate your publicity efforts?

_____ Very Successful _____ Moderately Successful _____ Ineffective

OVERALL EVALUATION

How well do you feel you met the objectives of your Reading Club program?

_____ All objectives were met. _____ Most objectives were met.

_____ We did not meet any of our objectives.

MATERIALS FROM THE TEXAS STATE LIBRARY

What materials did you find most useful?

What materials did you find least useful?

What other items would you like to see offered?

What suggestions do you have for improving materials furnished by the State Library?

In comparing "SPORTS SPLASH" materials with past years, I found the materials:

_____ Better _____ Same _____ Worse

How would you evaluate the Texas Reading manual?

_____ Very useful _____ Somewhat useful _____ Not helpful

Please list themes you would like to see considered for future programs:

_____ _____

_____ _____

Does your library plan to participate in the 1981 Reading Club? ____ Yes ____ No

ADDITIONAL COMMENTS _____

_____

_____

NONFICTION BIBLIOGRAPHY

The following bibliography is a selective listing of both print and nonprint appropriate for collection development in the area of sports. Resources in such areas as creative dramatics, puppetry, and arts and crafts have been deleted since these were given in depth coverage in the previous program handbooks. The materials included in this bibliography would enhance and help to update a collection specifically in sports. The authors have either personally examined the materials or located them in one of the major selection tools suitable for this age group: BEST BOOKS FOR CHILDREN: PRESCHOOL THROUGH THE MIDDLE GRADES; BOOKLIST; CHILDREN'S CATALOG; CORE MEDIA COLLECTION FOR ELEMENTARY SCHOOLS; or THE ELEMENTARY SCHOOL LIBRARY COLLECTION.

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YOUNG ATHLETE. Young Athlete Enterprises, Inc., 16 S. Wesley Ave., Mount Morris, IL 61054.

THE YOUNG WRESTLER. Amateur Westling News, 1109 N.W. 36th St., Oklahoma City, OK 73118.

Note: Most publishers will send a complimentary copy of their periodical for your examination before placing an order. Although some of the publications are geared more towards an adult reading audience, many of the pictures might be used to illustrate a topic or activity being discussed.

POSSIBLE SOURCES OF FREE FILMS

Aetna Life and Casualty
151 Farmington Avenue
Hartford, CT 06156

Audience Planners
6290 Sunset Blvd.
Suite 1526
Hollywood, CA 90028

General Mills 9200 Film Center
Box 1113
Minneapolis, MN 55440

Walter Klein Company
6301 Carmel Road
Charlotte, NC 28211

West Glen Communications
565 Fifth Avenue
New York, NY 10017

Remember to check with your regional library system office for a list of their film collection holdings.

ABOUT THE AUTHORS

James L. Thomas teaches in the School of Library and Information Sciences at North Texas State University in Denton. He is the author of numerous journal articles and several books in the area of materials for children and young adults: TURNING KIDS ON TO PRINT USING NONPRINT (Libraries Unlimited), MOTIVATING CHILDREN AND YOUNG ADULTS TO READ (Oryx Press), SHARING BOOKS WITH YOUNG CHILDREN (Denison), and SPECIAL PROGRAMS FOR SPECIAL STUDENTS (Oryx Press).

Carol H. Thomas has taught special education and has served as a school psychologist. She recently completed the doctorate in special education at the University of Virginia. In addition to drawing the illustrations for TURNING KIDS ON TO PRINT USING NONPRINT, she has designed two sets of holiday posters for Giant Photos and two books, METRIC SERIES: MAKE-YOUR-OWN-POSTERS and HOLIDAY SERIES: MAKE-YOUR-OWN-POSTERS for Denison Publishing Company.

James L. and Carol H. are husband and wife and the parents of two boys, Brandon and Scott.